

Joliet Township High School Bulletin



VOLUME XI

JOLIET, ILLINOIS, MARCH, 1931

NUMBER 1

HISTORY OF THE JOLIET JUNIOR COLLEGE

Joliet Junior College

For many years the Joliet Township High School Board of Education has provided two years of accredited college work as a part of its educational program for this community. Dr. Leonard V. Koos of the University of Chicago names the Joliet Junior College as the oldest public junior college in the United States. In 1917, with Crane of Chicago and the Junior College of Grand Rapids, the Joliet Junior College was accredited by the North Central Association of Colleges and Secondary Schools. These three junior colleges were the only public junior colleges accredited by the North Central Association as early as 1917.

Since its inception the Joliet Junior College has steadily expanded in the educational services offered. A wide variety of liberal arts and pre-professional courses, including teacher training, is now provided. Upon the completion of the required number of courses for the specific objective in mind, admission to the upper division of any university is granted by certificate. This year a terminal curriculum in electrical engineering to aid young men who do not desire the four-year course in engineering has been introduced. Also, special work on the junior college level for nurses in the Silver Cross Hospital has been provided. Several classes in the evening school on the junior college level have been further extensions of the junior college program.

Prospective students should write for the Joliet Junior College Bulletin of September, 1930.

THE FIRST PUBLIC JUNIOR COLLEGE IN THE UNITED STATES

"The increase in the number of junior colleges maintained by city, high-school, or junior-college districts, . . . has been nothing short of notable. The first of these institutions to come into existence is the one maintained at Joliet, Illinois. An other was established about the same time in Goshen, Indiana, but has since been discontinued. It was not until 1911 that others of the group considered were established, the period of most rapid development beginning in 1915."

Leonard V. Koos, *The Junior College Movement*, Ginn and Company, 1925, p. 4.

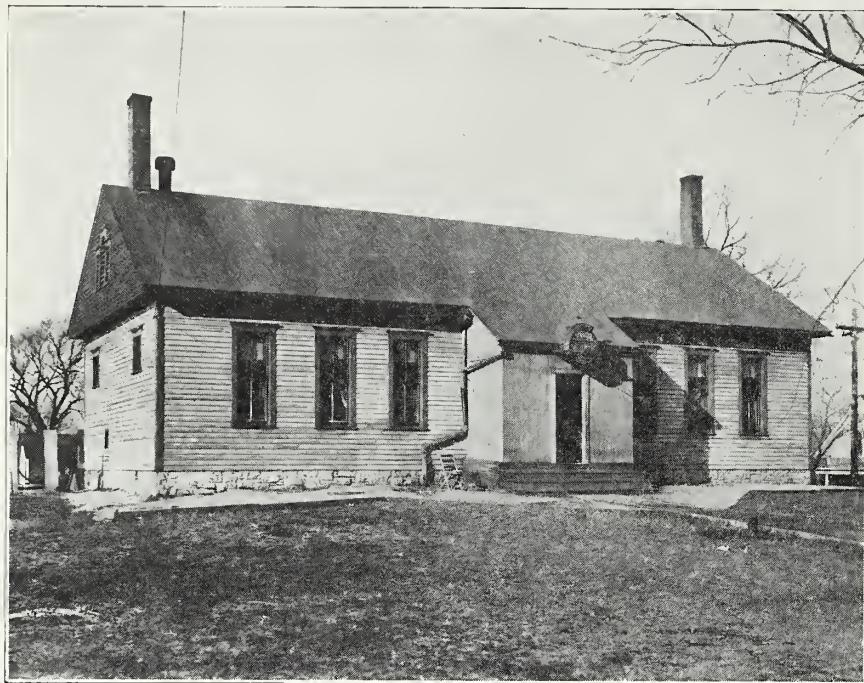
Eighteen Junior Colleges in Illinois

Eighteen junior colleges, six public and twelve private, are in the State of Illinois. In the year 1929-30, of the public institutions, the Crane Junior College, Chicago, headed the list in enrollment with 5373 students. Then came Morton, at Cicero with 281; Joliet, 235; LaSalle-Peru, 147; Lyons Township, 83; Thornton, 89. The enrollment in the twelve private colleges varied from nine in Pleasant View Lutheran College, Ottawa, to 665 in the Central Y. M. C. A. College of Arts and Sciences in Chicago.—Doak S. Campbell "Directory of the Junior College 19-31," *Junior College Journal*, January 1931, p. 223.

The Junior College Movement

The junior college is a development in educational administration of the twentieth century. Our own junior college here at Joliet, Illinois, which is probably the first public junior college in the United States, dates from the year 1902. Some private two-year institutions originated earlier than this date. For fifteen years the public junior-college movement, which was known at first as an upward extension of secondary education, made little advancement. While the number of private junior colleges at first increased more rapidly than did the number of public institutions of the same educational level, neither type of organization made significant increases until about 1915. By 1921 there were thirty-five public junior colleges in the United States; for the same period there were more than 125 private junior colleges. At the present time, nearly ten years later, there are approximately 175 public junior colleges and 250 private junior colleges.

California, with more than thirty public junior colleges, now leads all the states in the number of public junior colleges; the state of Iowa ranks second, and Texas third in this type of institution. The State of Texas, however, has more private junior colleges than any other state; and with both public and private junior colleges combined, Texas is at the top. Missouri ranks second in the number of private junior colleges and third among all in the total number of two year colleges. California has but five private junior colleges.



Practice Training School for Teachers 1914-1922

History of Teacher Training

The first teacher training courses in the high school were given in 1904. At that time everybody who wished to become a teacher took the county examination. History of education and pedagogy were the names of some of these early teacher training courses. Geography for teachers, arithmetic for teachers, etc., were early modifications or adaptions of subject matter to meet special teacher training needs.

Practice training courses for those who wished to be teachers were conducted for the first time in 1915 in the Irving School, then the smallest public school in Joliet. Only pupils of the first two grades were housed in this building. On account of the size of this school, the principal, who was also the only regular teacher in the building, was able to supervise both grades. Four students, two for each grade, instructed the classes each morning, while four others took charge during the afternoon. These eight students continued this practice for one semester. A different group of eight students secured practice teaching experience the following semester.

The following subjects were prerequisites for assignments to practice teaching:

English, six semester hours; Mathematics or Natural Science, six semester hours; History or Social Science, six semester hours; Education, five semester hours; Electives, seven semester hours. Total thirty semester hours.

After the year 1917 practice teachers received a second grade certificate without county examination. This entitled them to teach in the elementary schools without further training. At the end of one year of satisfactory teaching these students were permitted, on recommendation of the county superintendent of schools, to exchange the second grade certificate for a first grade certificate.

This system was in effect until 1926 when the Illinois State Examining Board, being convinced that the Joliet Junior College was giving training for teachers equal to that which prospective teachers received in the normal schools of the state, granted first grade certificates to all students successfully completing the requirements of the teachers' curriculum. These students were required to file with the secretary of the State Examining Board an institutional credit blank showing that all state requirements have been fulfilled. The plan of 1926 is still being followed.

THE PURPOSE OF THE BULLETIN

It is the plan of the Board of Education and the administration of the High School to issue a Bulletin three or four times a year for the purpose of informing the patrons of the school and taxpayers of Joliet concerning the purposes and plans for the development and administration of the High School.

The project of issuing the Bulletin is analogous to the plan of issuing a house organ used by many corporations; the purpose of the house organ being to inform stockholders and employees of the various activities of the organization.

It will not be possible to cover all of the activities of the High School in any one issue but various phases of them will be presented from time to time.

The Bulletin is in no sense a newspaper, although there will be news in it. It is essentially a description of the present and projected activities of the High School organizations.

This special bulletin of the history of the Joliet Junior College is the resultant of considerable research. The correction of inaccuracies and the furnishing of additional information about the institution will be appreciated by the editors of this bulletin. Such materials may be sent to Mr. Thomas M. Deam, assistant superintendent of the Joliet Township High School and Junior College.

Personnel of the Advisory Committees of the High School and Junior College When First Appointed in December, 1912

Senior Committee

C. E. Spicer, Chairman; Hattie Wood, Elizabeth Barns, E. Lucinda Gilpin, W. F. Headley.

Junior Committee

Elsie Sawyer, Chairman; Lydia M. Smedely, R. Drew, Emily Mack, Lawrence Erwin.

Sophomore Committee

Charlotte Vanderveen, Chairman; Effie C. Snyder, Grace C. Eldridge, Ray Broughton, Mary O'Leary.

Freshman Committee

Frank J. Platte, Chairman; J. M. Large, Leverett Lyon, Mabel Dean, Julia Woodruff, Myra Mather.

Junior College Committee

I. D. Yaggy, Chairman; V. C. Lohr, Celia Drew.

Purposes of the First Graduate Courses

The Joliet Junior College had its origin in post-graduate courses. Two of the nine curriculums outlined in the first report of the Joliet Township High School to the Board of Education in 1903 were a five-year course and a six-year course. The purposes of these early post-graduate courses are found in this 1903 report.

The growing demand for a greater and more extended opportunity to do high-school work has led to the formation of the five-year course and the six-year course.

The policy of this school has always been such as to encourage students to remain in school and to continue their work as long as it seemed profitable to do so. The work suggested in the five and six-year courses is meant to encourage the student to pursue his life preparation further and to foster the policy of persuading and encouraging the young people to continue in their school work at home.

The opportunity here offered is better than that found in most higher institutions of learning and ought to be appreciated and grasped by the youth of the community. All who are looking forward to a course of study in some college or university may shorten that course one or two years by doing all that can be done here at the home school. Many whose lives are so circumscribed that they may be deprived of the privilege of going away from home to a higher institution of learning may do, under excellent teachers and parental supervision, a great part of the work which is offered at the higher institution.

Assistant Superintendent C. E. Spicer Taught First College Courses

The first courses to receive college credit in the 1900's were in the department of science—chemistry and physics—classes taught at that time by Mr. C. E. Spicer, now head of the science department and assistant superintendent of the high school and junior college. Credit on the college level in trigonometry and algebra was very early allowed students in advanced courses in these subjects by some higher educational institutions. Other subjects receiving college recognition early in the history of the development of the

Continued on page 7



J. Stanley Brown
Superintendent, 1893-1919

Dr. J. Stanley Brown, the chief executive of the Joliet City High School from 1893 to 1899, and superintendent of the Township High school from 1899 to 1919; and from 1919 to 1927 president of the Northern Illinois State Teachers College, was an educator of vision. This he proved by putting post-graduate courses into the high school in the early 1900's when the idea of a city's extending educational opportunities beyond the high school level at public expense had occurred to very few. Moreover, Dr. Brown did not stop with the establishment of such courses; he prevailed upon the colleges and universities to which his post-graduates went, to grant credit for the work of college grade done in the local high school.

The post-graduate department early developed into an institution. Dr. Brown allowed the post-graduate group to have a separate room, he granted them a larger measure of freedom than that allowed to high-school students, and he encouraged them in their own extra-curricular activities. Thus the post-graduates may fairly be said to have enjoyed a corporate existence before they were really called college students.

Early Accreditting of Post-Graduate Courses Was Not Uniform

In 1905 Dr. J. Stanley Brown, writing for the *School Review* (The University of Chicago Press, January, 1905, p. 16), twenty-six years ago said, "students sought and received advanced credit at one college or another in mathematics, French, German, Latin, physics, chemistry, English and American literature, and history, but at no institution of the higher order have all of the subjects been accredited."

A letter from Helen Schroeder, '04, to Dr. Brown in 1906 tells how much credit one university gave for post-graduate work done in the high schools.

Dear Mr. Brown:

I have just received my advance credits and will let you know about them as you may be interested. This is what I received:

6 semester hours, Medieval, Modern and English History.

11 semester hours, College Algebra, Trigonometry and Analytical Geometry.

8 semester hours, 1½ year German.

2 semester hours, English Literature, ½ year.

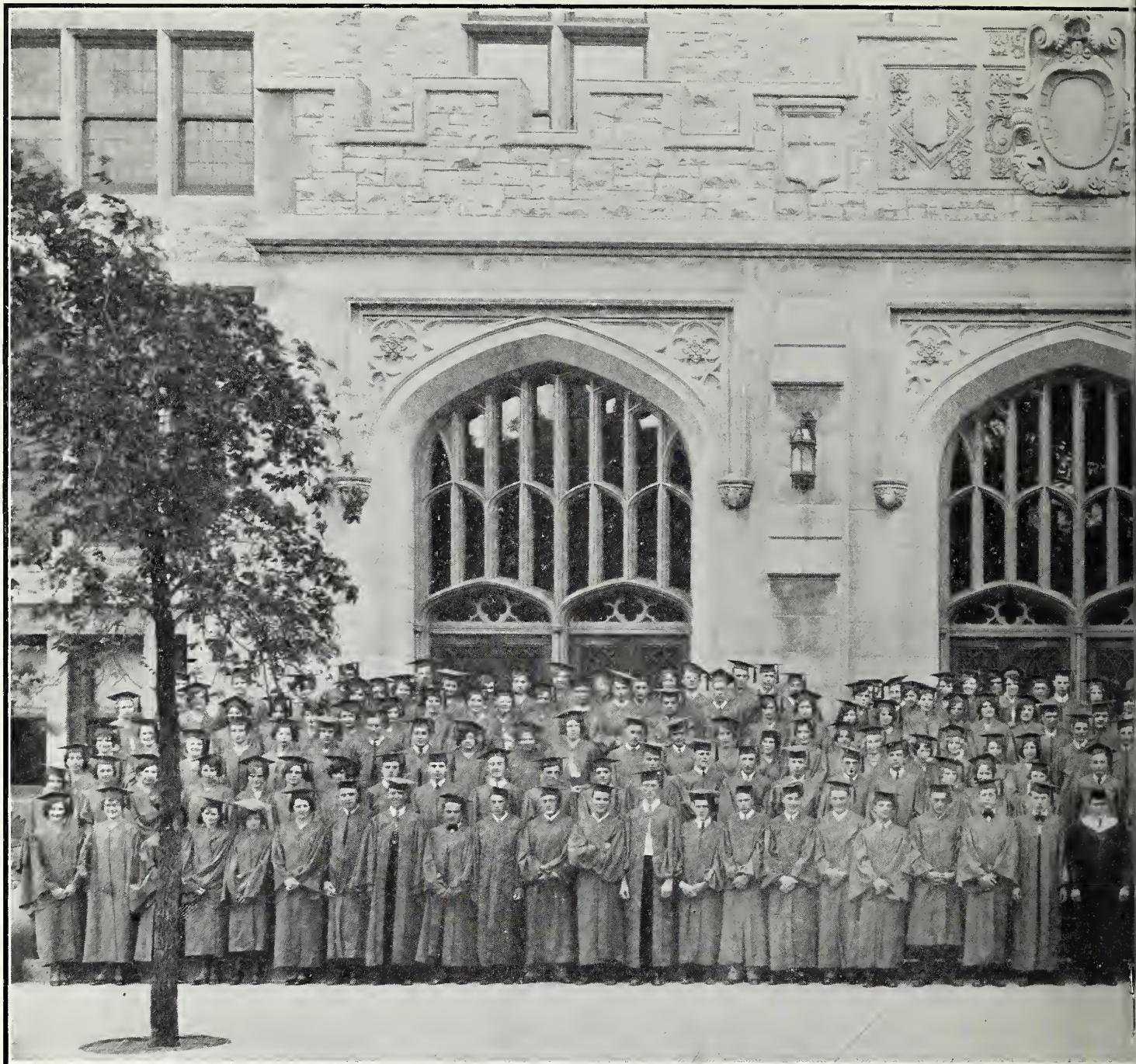
27, Total

This is almost equivalent to a year of college work—the regular amount being 30. I shall have 36 for this year, however, so more than make up.

I have a year of American Lit. which they refused to take as an entrance credit or to give me advance credit on. Professor _____, the head of the Literature Department, said that as affairs stood now, they give no credit for the fourth year of Literature, either as entrance or advance. He thinks four years ought to be required. So I just got credit on English Literature because it was my fifth year. I wish you could make the people give credit up here for the fourth year of Literature. I couldn't.

What is the cash value of an education?—Education pays in excellence and happiness of life; it also has a dollar value. The average life earnings of an elementary school graduate are \$64,000; of a high school graduate, \$88,000; of a college graduate, \$144,000. *Review of Reviews*, Nov. 1928, p. 54.

—N. E. A. Journal



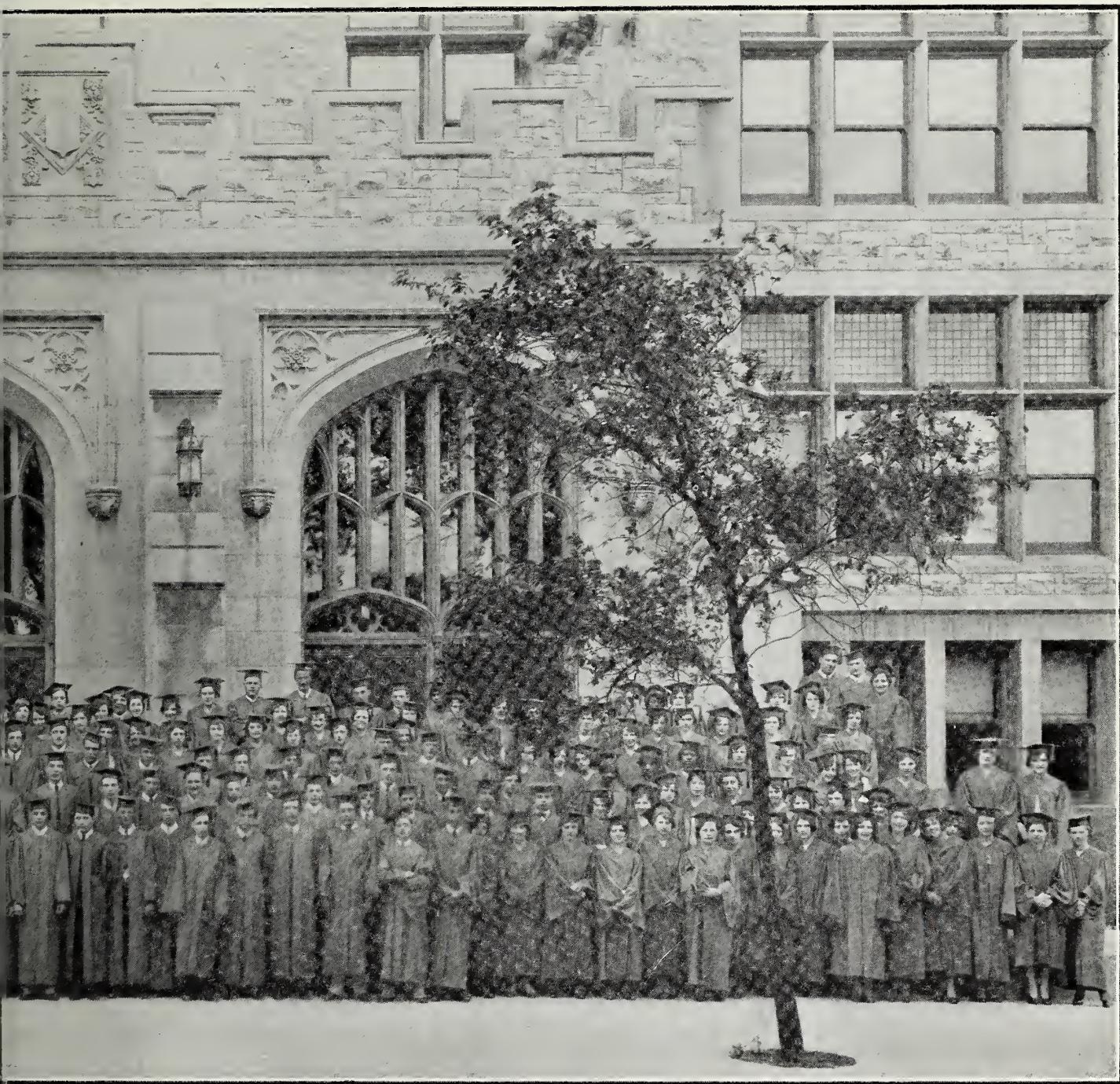
Three Hundred and Fifty Graduates of the High School

Three hundred and forty-eight pupils graduated from the Joliet Township High School with the class of 1930. Of that number approximately fifty per cent are continuing their education. Over a hundred are enrolled in the junior college. This is especially significant when we recall that ten years ago the total enrollment of the junior college was only eighty-five. Thirty-three mem-

bers of the class are enrolled in twenty other colleges and universities throughout the country, the largest numbers going to Northwestern and the University of Illinois. Twenty-five more are enrolled in vocational schools such as business colleges, hospital training schools, musical conservatories, etc.

In previous years about half of the college entrants enrolled in our

junior college, but this year, due in part at least, to economic conditions, three times as many remained in the junior college as entered other collegiate institutions. Other factors which influence the junior college enrollment are: the normal increase in the school population, the offering of new vocational courses in the local junior college, the desire of the parents to keep their



nd Sixty Graduates of the Junior College, June, 1930

children in the home environment, and a realization of the fact that junior college teachers are usually more mature, have more academic training and more teaching experience than freshman instructors in corresponding courses of the large universities.

Eighty-eight members of the class are employed in sales or office work. Thirty-three are engaged in the mechanical trades, four of the girls

are married, and thirty members of the class are listed as seeking employment.

Junior College

Fifty-six students graduated from our junior college in June, 1930, constituting the largest class in the history of the institution. Thirty-nine, or seventy per cent, are enrolled in colleges and universities, Purdue and the University of Illinois receiving the largest number. Fourteen are

teaching in the public schools of the county, and only two are reported as seeking employment.

Due to economic conditions employers are becoming more critical and more exacting, and a number of former students and high school graduates who are at present unemployed have also returned to the junior college in order to qualify for better positions when the current business depression has passed.

Curriculums of the Junior College

Engineering, teacher training, and the pre-medical curriculums were the first groups of courses organized on the post-graduate or junior college level. For years curriculum organization had been effected in the high school, but it was not until six years later that the records give any such arrangement of courses for the junior college. In 1917 the North Central Association of Colleges and Secondary Schools accredited the junior college, and in the same year the State Examining Board recognized for teacher certificating purposes the work done in the junior college. These factors in themselves, were, perhaps, the reasons for organizing pre-professional and pre-technical courses into specific curriculums.

The first bulletin of the junior college was printed in September, 1920. Six groups of courses were listed in this bulletin: the engineering curriculum, the teacher's curriculum, literature and arts curriculum, pre-medical curriculum, science curriculum, and preliminary law curriculum. Since 1920 four bulletins have been issued in the years 1922, 1925, 1927, and 1930 respectively. The 1922 bulletin contained seventeen groups of courses, as follows: chemistry and chemical engineering, electrical engineering, railroad electrical engineering and railroad mechanical engineering, railroad civil, general engineering and physics, municipal and sanitary engineering, civil engineering, mechanical engineering, teacher training, household administration, teachers of home economics, literature and arts, pre-medical, pre-legal, industrial administration, pre-commerce and general business, and insurance. The 1925 and 1927 bulletins contained no modifications of this arrangement of courses.

The 1930 bulletin lists but eleven curriculums. The engineering curriculums are abbreviated by writing into the civil or electrical engineering curriculums for the second year the differentiated courses found in the architectural, mechanical, railway electrical and general engineering curriculums of the earlier bulletin. The curriculums of the household administration, teachers of home economics, and insurance are left out. Of the eleven courses in the



L. W. Smith
Superintendent, 1919-1928

When Dr. Smith came to Joliet in 1919, the whole school entered upon a period of great and rapid expansion. This expansion was reflected in the Junior College. The Junior College set up a separate office and its own library: high school and junior college students did not attend the same classes, although they might have the same teachers; the curriculums of instruction were expanded to something like fifteen in number, and a diversified extracurricular program was instituted through which students were enabled to duplicate, insofar as it was possible, the life of a college campus. At the same time standards for teachers were raised to the standards established by the North Central Association of Colleges and Secondary Schools; the name "Joliet Junior College" was boldly assumed and recognition of our credits merely on our certification was obtained. Just before Dr. Smith left, he had gained permission from the North Central Association to conduct an experiment, looking forward to saving a year of time for capable students by giving credit to high-school seniors who carried work on a level which justified the granting of college credit.

1930 bulletin two are new: these are the junior electrical engineering curriculum and the nurses' training curriculum.

Present Curriculum Offerings

Literature and Arts Curriculum
Curriculum in Industrial Administration

Pre-Commerce and General Business Curriculum

Teachers' Training Curriculum

Pre-Medical Curriculum

Pre-Legal Curriculum

Curriculum in Electrical Engineering

Curriculum in Chemistry and Chemical Engineering

Curriculum in Civil Engineering
(Architectural, mechanical, railway electrical, and general engineering are similar to electrical)

Junior Electrical Engineering
Nurses' Training Curriculum

Two Junior College Leaders Formerly Connected with Local Institution

The Joliet Township High School and Junior College has furnished two leaders in the organization of other junior colleges, namely—Mr. D. R. Henry of Muskegon, Michigan, and Dr. Ralph H. Bush of Santa Monica, California.

In 1927, Dr. Bush, for several years assistant superintendent of our high school and junior college, became the first dean of the large junior college at Long Beach, California. He is now director of the Santa Monica Junior College. He is to be an instructor at the Teachers' College at Columbia University for the 1931 summer session.

Mr. Henry, who served as personnel director during his last year in Joliet, has been active in the development of the junior college at Muskegon, in which institution he is still serving in the capacity of director.

Education's Challenge—It has been stated that twenty-five per cent of the workers of this country are engaged in occupations that were wholly unknown thirty years ago. Education must be alert to prepare youth for new tasks.—N. E. A. Journal, October, 1930, p. 210.

The Growth of the Junior College

The Joliet Junior College has experienced a slow but steady growth, a condition most favorable to and indicative of the satisfactory development of a new educational project. In 1911-12 there were but fifty-two post graduate students in the high school. By 1915 the number of students desiring to take advantage of higher education in their home institution had reached seventy-five. In 1918-19, ninety students were registered in the junior college.

The enrollment in the junior college after 1918-19 gradually climbed so that by 1921-22 the total registration reached 108. Three years later, 1924-25, the enrollment grew more than fifty per cent and the records give 162 as the total registration for that year. The year 1925-26 showed an increase of thirty-five and the year 1926-27 an increase of ten. The following years the enrollment varied imperceptibly, being 207, 208, and 207, respectively, for the three consecutive years.

The introduction of semi-professional curricula and the offering of extension courses in the junior college in 1928-29 were followed by the most marked expansion since the first efforts to expand the high school program. In 1928-29 the enrollment included 230 full-time students, thirty-five students in semi-professional courses, and sixty-two students in extension courses in the evening school, a total enrollment of 327 students.

The present total enrollment, for the first semester of the year 1930-31, is 366, a substantial increase over that of last year. Of the 366 students now registered in junior college courses, 249 are full-time students, twenty-two are in semi-professional courses, and ninety-five are enrolled in extension courses in the evening school. Undoubtedly the registration the second semester including the evening extension classes, will pull the enrollment for the year up to 400.

How many teachers are there in the United States?—There were 1,010,232 teachers in the United States in 1928 according to Bulletin 1930, No. 3 of the U. S. Office of Education. Of these 209,398 were men and 799,816 were women.—N.E. A. Journal, October, 1930, p. 210.



W. W. Haggard
Superintendent, 1928-

Mr. Haggard, too, during his brief tenure as superintendent of the Joliet Township High School and Junior College has made a distinctive contribution to the Junior College. Under his leadership an arrangement has been concluded with Silver Cross Hospital whereby the academic work of the Hospital Training School has been turned over to the Junior College, and the student nurses now take their non-technical work here. He has put special emphasis also upon terminal courses, designed to train the many young people of Joliet whose school life is going to end when they leave Junior College. Under Mr. Haggard, also, the North Central Association experiment in economy of time has been continued and extended. The department of chemistry in the high school and junior college has collected factual material relative to student achievement, showing that chemistry may be taken in 12th or 13th year with almost an equal degree of accomplishment. Experiments in ways of preventing duplications in the field of

American History are now being carried on, and Mr. Haggard has suggested other possibilities of eliminating duplications in the subjects of mathematics, foreign language, and English.

Administration of the Junior College

Three superintendents have headed the Joliet Junior College: Dr. J. Stanley Brown, 1902-1919; Dr. L. W. Smith, 1919-1928; and W. W. Haggard, 1928-.

Work of the post-graduate students was carefully sponsored by the superintendent and assistant superintendent from 1902-1912. At the end of this period the teacher advisory committee was installed, and the post-graduates were put under a committee of three teachers.

Teachers serving this committee are:

1912-1914, Mr. I. D. Yaggy; Mr. L. C. Lohr; Miss Celia Drew.

1914-1916, Mr. I. D. Yaggy; Mr. L. C. Lohr; Miss Elizabeth Barns.

1916-1918, Mr. I. D. Yaggy; Mr. L. C. Lohr; Miss Elsie Sawyer.

1918-1919, Mr. I. D. Yaggy; Mr. A. F. Trams; Miss Elsie Sawyer.

1919-1924, Mr. I. D. Yaggy; Mr. A. F. Trams; Miss Bertha Denning.

1924-1926, Mr. I. D. Yaggy; Mr. A. F. Trams; Mr. D. R. Henry.

Since 1926 Mr. Yaggy, who has always been a member of the junior college committee, was made acting dean, in which capacity, he serves at the present time.

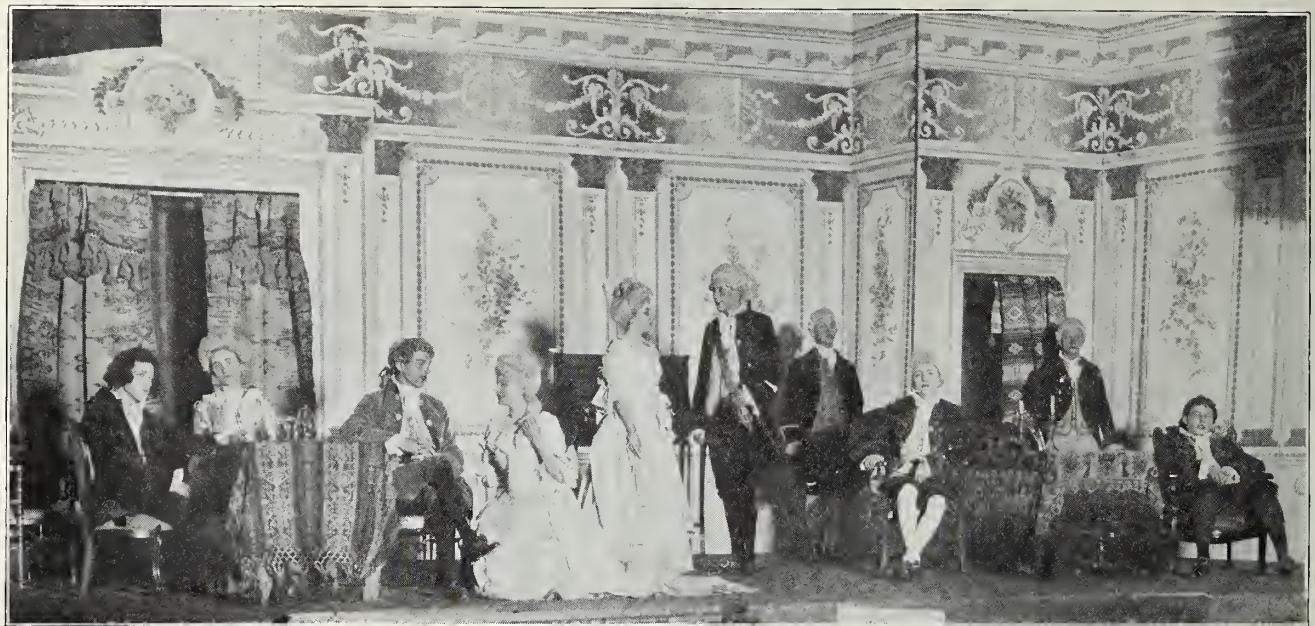
First College Courses

Continued from page 3

junior college were:

Advanced Physics	1900
Chemistry	1901
Inorganic Chemistry	1901
Qualitative Chemistry	1903
Quantitative Chemistry	1906
Organic Chemistry	1906
College Algebra	1901
Trigonometry	1901
Advanced Botany	1904
Advanced Latin Prose	1904
American Literature	1904
Analytical Geometry	1904
College French	1904
English History	1906
English Literature	1906
Surveying	1906
Advanced German (by exam.)	1901

Fifty years of public schools—There were 10,000,000 pupils enrolled in 1880. There are 25,000,000 in 1930. There were 6,000,000 in daily attendance in 1880. There are 20,000,000 in 1930. There were 4% of youth from 15 to 18 in high schools in 1880; 55% in 1930.



Helen Schroeder

Hugh Carson

Palma Gross Lafayette Stocker

Robert Laraway Lucille Norton

William Miller

Russell Bigelow

Leonard Fredricks

George Wells

"David Garrick" Given by the Post-Graduates in 1907

The Early Post-Graduate School —A Junior College in Everything but Name

The Joliet High School annual of twenty-five years ago affords some interesting and significant source material on the transition from post-graduate courses in high school to the present type of junior college organization. Already group conscious, the post-graduates of that period presented plays, participated in athletics, held banquets, and recorded their "deeds" in the high-school annual. The picture of the cast in the play, "David Garrick," at the top of this page, is evidence of the dramatic ambition of the post-graduates in 1907. In 1909, the post-graduates gave a banquet to which they invited members of the faculty. A picture of the "post grads" basketball team in the 1910 number of the high-school annual substantiates the athletic interests of the girls, at least.

The social organization, as well as the literary ability, of the post-graduates in 1906-07 is exhibited in the article, "The Acts of the Post-Grads," of the annual for that year. Three verses of Chapter IX and four verses of Chapter XVI probably illustrates sufficiently the style and humor of the super-classmen in the high school in that early period.

Chapter IX

1. And lo when a twelve month had passed and the Post-Grads had again returned, the old prophet had departed a little way hence to labor with other people, and a new prophet has risen who shall again tell of the works of the Post-Grads.

2. And with the old prophet departed many of the Naughty-fives to carry light into outer darkness.

3. Yet were there still enough, for behold many of the class of Naughty-Six did take their place, with the remainder of the Naughty-fives, yea even one of the Naughty-four.

Chapter XVI

1. And from that time did the Post-Grads walk in the paths of righteousness, and their sins were forgiven them.

2. And they became beloved and honored of all men.

3. And though they do depart a little from the straight and narrow way yet are they greatly esteemed by all who know them.

4. And this is the chronicle of the Post Grads but here endeth it not; for of all the things which they have done, and the things they shall do, verily no man knoweth the end thereof.

One of the post-graduate students in 1909, now a teacher in the Joliet High School, has contributed the following information:

Regarding post-graduate work in J. T. H. S. when I was here: I graduated in 1908, and there were 54 who (as I remember) came back in

1909 for post-graduate work. The next fall—sent her credits in to Northwestern University and received 29 hours. At the same time I sent mine to Knox College and received 32 hours' credit. For my general chemistry, which I took in my senior year in high school, I received ten hours' college credit.

In our P. G. year we were given a separate home room (now 317), which was in charge of Mr. —. We had our own organization, had a banquet in room 199, to which we invited the faculty, and enjoyed much of the spirit of the present J. J. C., except that we had to abide by the H. S. routine—passes, study periods, etc.

These extra-curricular activities were without question a factor of considerable importance in the growth of the junior college. Not only did they help to crystallize the junior college into an institution, but they went far in arousing a desire or a willingness among high-school seniors to do their first years of beginning college work in Joliet.

Some readers of this bulletin may be disappointed in that more has not been said about the present curriculum offerings, organizations, and management of the institution. Lack of space prevents this. Prospective students should write for the Joliet Junior College Bulletin of September, 1930.